DOCUMENT RESUME

ED 203 682 FL 012 361

TITLE Second Language Education in Texas: Programs and Prospects.
INSTITUTION Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE 81
NOTE 52p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Bilingual Education; Competency Based Education; *Curriculum Design; Elementary Secondary Education; Financial Support; French; German; Global Approach; Latin; *Modern Language Curriculum; Professional Education; Program Evaluation; *Second Language Programs; Sequential Approach; Spanish; Student Evaluation; Teacher Evaluation; Teaching Methods
IDENTIFIERS *Texas

ABSTRACT

This publication presents the foreign language profession's consensus on selected topics and is designed to address areas of interest to instructional leaders and practitioners who are concerned with developing and maintaining effective second language programs. The topics are grouped into four sections: "Preparing for the Future," "Sharing Responsibilities," "Building for Better Content and Approach," and "Developing a Texas Plan." Some specific considerations are: (1) competency-based education, funding sources, second language requirements, rationales and objectives, and promotion of language study; (2) global education, language study for special purposes, bilingual education and English as a Second Language, career education, and humanities; (3) professional preparation and growth, teaching methods and instructional resources, communicative competence, individualized instruction, the position of Spanish in Texas, student and teacher evaluation, and beyond the second language classroom; and (4) flexible curriculum, sequential and nonsequential offerings, second languages on each level of education, and program evaluation. (AMH)

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Second Language Education in Texas

Programs and Prospects

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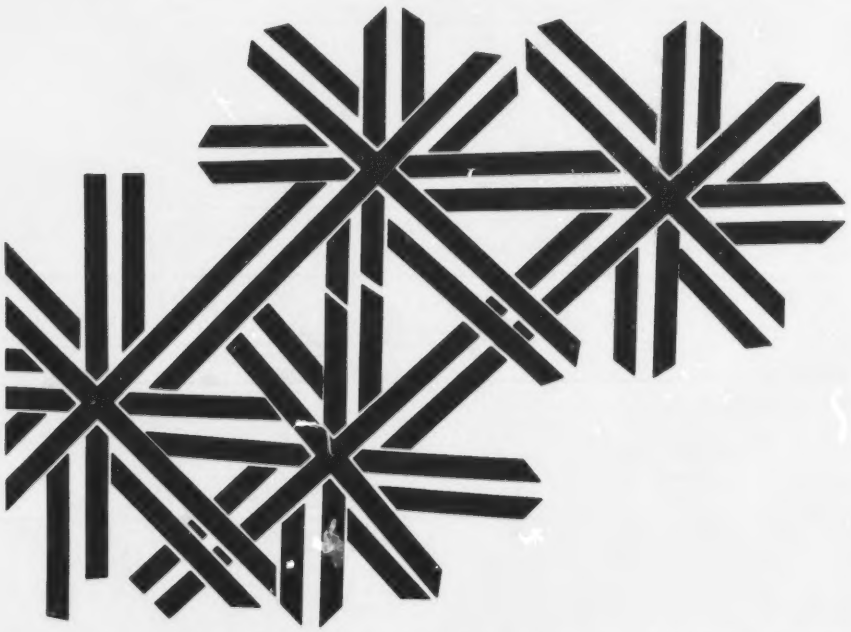

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Foreword

Second Language Education in Texas: Programs and Prospects provides the philosophical base for the Texas second language framework. The framework includes curriculum guidelines for basic programs in French, German, Latin, and Spanish, the second language curriculum, and leadership conferences for languages.

Second Language Education in Texas is intended to provide essential information about issues relevant to second language educators and instructional leaders. The many teachers, teacher trainers, students, and others who were involved in the development and review of this publication represent a commitment to the increasing excellence of language instruction in Texas.

Our hope is that the material in this document will provide both information and interest for the further strengthening of second language programs in Texas schools.

Alton O. Bowen
Commissioner of Education

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Acknowledgments

Appreciation is extended to the following persons who in 1978 took the principal responsibility for preparing the original committee reports for the individual topics of this publication:

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Karen T. Wiggins, Richardson Independent School District

During 1979-80 the Second Language Section staff of the Texas Education Agency took a draft version of this publication to sites around the state for reaction from professional educators. We are grateful to the following local districts and regional education service centers for hosting presentations:

Independent School Districts	Education Service Centers
Austin	Edinburg, Region I
Corpus Christi	Corpus Christi, Region II
Dallas	Kilgore, Region VII
El Paso	Mount Pleasant, Region VIII
Fort Worth	Wichita Falls, Region IX
Houston	Fort Worth, Region XI
Hurst-Euless-Bedford	Waco, Region XII
Lubbock	Abilene, Region XIV
North East, San Antonio	Amarillo, Region XVI
Plano	Lubbock, Region XVII
San Angelo	
San Antonio	
Ysleta	

Finally, we wish to acknowledge the New York State Department of Education for its ideas on a flexible curriculum in *Modern Languages for Everyone* (1978). Credit is also due to Lorraine Strasheim, coordinator, School Foreign Languages, Indiana Language Program, whose article, "Foreign Language Programs: Reaching Toward the Twenty-First Century," served as a valuable source of information for the curricular possibilities of second languages in a K-Grade 12 continuum.

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Introduction

Second Language Education in Texas is a publication that presents the profession's consensus on selected topics. It is designed to address areas of interest for those instructional leaders and practitioners concerned with developing and maintaining effective second language programs. In 1978, the Texas Education Agency began the process of consensus-building by hosting a statewide conference for language and other instructional specialists. Reports on topics of general concern to language educators were generated as a result of this meeting, and a second Agency-sponsored conference in 1979 reviewed these reports and produced a draft that the Agency's Second Language Section presented to groups throughout Texas for reaction during the 1979-80 school year.

The topics are grouped into four sections: Preparing for the Future, Sharing Responsibilities, Building for Better Content and Approach, and Developing a Texas Plan. The publication is not intended to be a comprehensive source manual, for a complete investigation of the topics would require several volumes. Rather than treating each topic exhaustively, each article provides an overview that identifies the major elements of the subject and explores those questions that are of special importance in Texas. No bibliography has been included because any list of references will quickly be outdated.

This publication is perceived as a core document because it establishes the basis of a framework for the second language curriculum and provides the rationale for the Agency's current and future second language curriculum guidelines, Agency-sponsored second language conferences, and forthcoming materials that reflect specialized concerns. (See Figure 1.)

A Second Language Framework for Texas

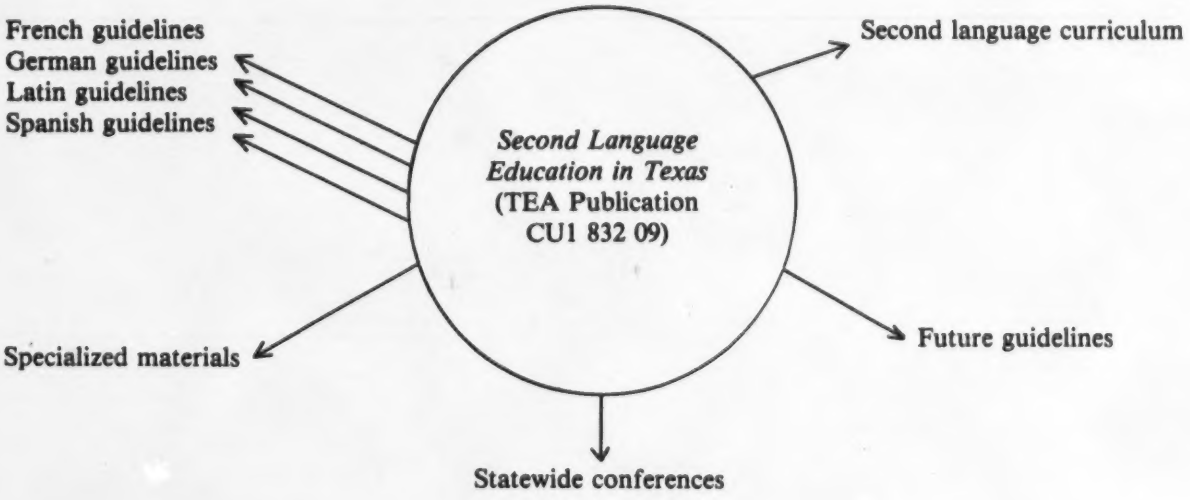
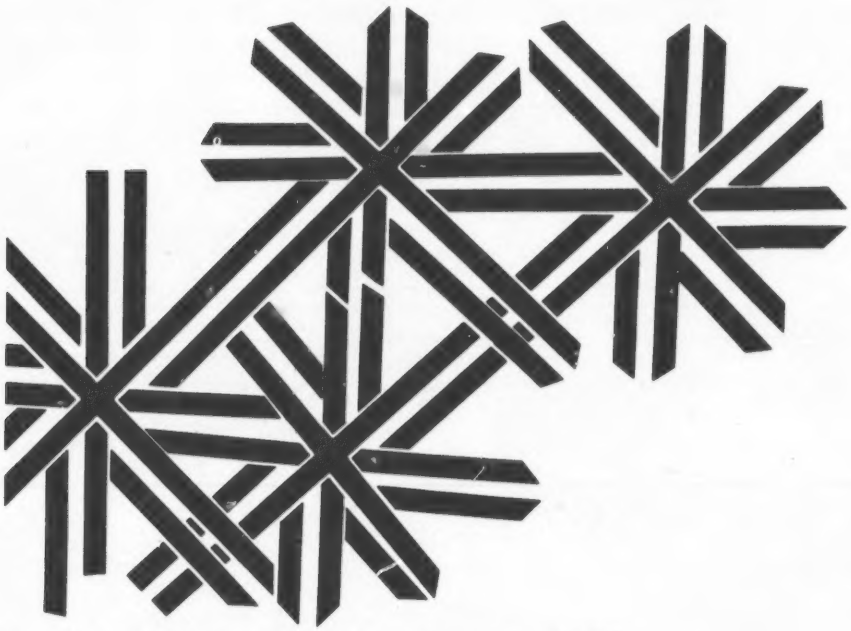


Figure 1

Preparing for the Future



- **Second Languages in the 1980s**
- **Competency-Based Education**
- **Funding Sources for Public and Private Second Language Programs**
- **Second Language Rationales, Requirements, Objectives**
- **The Promotion of Second Language Study**

Second Languages in the 1980s

Contributing Factors

The general sense of cohesiveness fostered by professional organizations concerned with teacher preparation and student instruction is likely to be reinforced during this decade by several external factors. Second languages will be affected directly through the addition of administrative and, in some cases, legislative requirements to the current professional certification requirements. Such requirements will tend to have a significant effect on basic language skills courses but are unlikely to have much effect on advanced level study.

Basic Skills

The first area to be affected will be the movement emphasizing basic skills. Many skills can be called basic to second languages, but only a few conform to the general principles of this attempt at a reintroduction of fundamentals to the curriculum. The sub-area of formal grammatical analysis is likely to receive greater emphasis as a result of social concerns about the ability of students to recognize formal rules and apply these rules in a knowledgeable manner to specific and commonly occurring situations. Another sub-area receiving attention will be the related skills of reading and writing with reading gaining the greater share of attention. These two related areas of grammar and written language will be reinforced in importance by the efforts underway in the language arts programs to improve these abilities in the native language skills. Spoken language when presented will increase its focus on aspects of high culture and arts and decrease the time spent on everyday culture. All aspects of the basics movement will emphasize coordination of activity and nonduplication of effort both to maintain student interest and to improve efficiency in learning as well as to remain economical.

Student Competencies

A second area will be connected with the evaluation of student performance and student capabilities. Stemming from national efforts to evaluate student competencies, there will be renewed efforts at standardized external examinations that would measure student performance on some basis other than individual opinion of ability and in a manner capable of easy duplication. Such external examinations will be the product of joint efforts by the national professional organizations, representative education commissions, and the school districts themselves. Such external examinations are also likely to lead to calls for more stability and less innovation in teaching since the focus will be on basic skills.

Experimentation

Although there will be more emphasis on basics and traditional procedures, there will also be a significant growing interest in methodological experimentation. This experimentation will concentrate on shaking down the instructional fruit from the abundance of language and instructional theories developed during the 1960s and 1970s. The area of attitude and motivation will probably receive the greatest emphasis in the research since most studies of the past decades have concentrated on implementational strategies rather than on the internal motivations that facilitate learning.

Teacher Competencies

A final area, potentially more troublesome because it affects the profession's view of itself, will be the entire area of teacher competencies needed for satisfactory performance. This is as much a concern deriving from the back-to-basics emphasis as it is a reflection of declining enrollments in secondary schools and colleges. With fewer students to be taught, administrators and school boards will press for greater levels of competence on the part of teachers as a means of improving the quality of instruction and guaranteeing the maximum return for the time and money expended. Such screening is likely to be a factor for both beginning teachers as well as experienced teachers as budgets and enrollments contract. Indications suggest the first item to be addressed will be the question of minimum competencies and screening strategies.

Other Trends

There are other trends to be discerned. As bilingual programs stabilize and benefits derive from successful completion of such study, languages as a component in elementary education will regain their 1960s prominence, and that prominence will be supported by significant numbers of implemented programs. Multilingualism will be increasingly recognized as a necessary item for a meaningful education. With interest in second languages growing at the elementary level, follow-up programs in secondary schools and colleges will begin to flourish as the student population enters the higher grades. Adult continuing education will also frequently include languages as part of the origins concerns of second and third generation Americans as well as a more comfortable and accepting attitude toward second (now no longer *foreign*) languages of the population.

Competency-Based Education

During the 1970s, increasing public attention focused on the purported inadequacy of American schools in their attempts to educate our youth. The specific areas of reading, writing, mathematics, and citizenship received sufficient specific attention to become the heart of the back-to-basics movement. Competency testing nationwide has been one widespread result of the concerns expressed, and the majority of states, Texas included, have conducted a thorough assessment of student achievement in basic skills areas. Legislation in effect in this state, as well as in several others, mandates the assessment of certain basic skills at various levels to ensure minimum competencies deemed appropriate for exiting high school.

One frustration resulting from debate about basic skills competencies is the neglect or exclusion from consideration of other subject areas as basic to the curriculum. To many administrators and other citizens, second language courses have again become the frills of the curriculum, set aside for the elite, highly motivated, college-bound students. The staunch defenders of second languages as a basic part of the curriculum point to the undeniably high correlation between second language study and achievement in native language skills, particularly reading and writing. The opportunity as well for students to become acquainted with another culture greatly enhances their awareness of and responsibility for good American citizenship.

Although the use of formal competency tests for graduation may be on the wane in many areas, the need for specific delineation of a district's objectives and evaluation strategies will become increasingly important. The Agency has prepared guidelines for teaching second languages in Texas secondary schools that include objectives, suggested activities, and evaluation strategies. These guidelines are components of the Agency framework for second languages and are designed to assist local schools in the development of their own curriculum guides and permit flexibility for adapting them to local needs. (See Figure 1.) In this regard, state departments of education will also need to provide increasing leadership in the development of systematic plans for the improvement of instruction in second languages, including the identification of essential objectives for language learners. Standardized, valid, and reliable measures for second language study need to be created to allow a means of evaluating a program's success according to its objectives. Such measures will offer specific directions for the improvement of a program at the same time.

Second language study is basic to any well-balanced curriculum, but only to the extent that those implementing the program make it one which exposes the learners systematically and humanely to the second language and culture. Increasing one's awareness of self and others through intensive efforts in learning to communicate is the ultimate goal of basic education.

Funding Sources for Public and Private Second Language Programs

Services

The freely flowing monies of the 1960s for second language teachers and programs, especially under the National Defense Education Act, are no more. Although there is the possibility of increased federal

dollars for second languages, the funding that is currently available remains principally state and local, and the criteria for obtaining such funds are increasingly stringent.

Some direct grants from the federal government are available as well as other discretionary ones administered by the states: the Elementary and Secondary Education Act funds for instructional materials and competitive grants; National Endowment for the Humanities grants, with some secondary level funding possibilities; funds for bilingual and bicultural education—all of these and others offer significant potential impact for second language programs.

Types of Programs Funded

Teachers as well as administrators will continue to need all pertinent information concerning possible funding from local, regional, state, national, and private funding sources. Such information is undoubtedly best disseminated through local, regional, and state language teacher organizations and will include explanations of when and how to apply for such funds, the types of qualifying programs, applicable level(s), and other critical details. A cooperative effort among the teacher, counselor, language coordinator, principal, and superintendent can be made to assess local needs and to solicit available funds from any of the possible sources.

Innovative second language programs tend to develop and prosper in a context of supported basic needs. Some of these critical areas meriting current and future funding attention are: small school districts where teachers are often professionally isolated; international education and second languages; inservice programs; second languages in the elementary schools; uncommonly taught second languages of critical importance; gifted/talented programs; and programs for the disadvantaged. In addition, general concern for that great central body of average and good students needs to be shown by receiving funding attention through deserving innovative projects. As a result of the 1979 report of the President's Commission on Foreign Language and International Studies, legislative funding initiatives are expected, and there is reason to hope that the critical areas above will be addressed.

The future sources of funding for language study in our nation will greatly depend upon the educational priorities established by public and private institutions. The responsibility for convincing the uncertain and the opposed as well as maintaining our present sources of support is, therefore, of particular importance to the profession.

Second Language Rationales, Requirements, Objectives

Why Study Another Language?

There are numerous reasons to encourage the study of second languages. No one reason will fit every student's needs nor will some reasons fit the objectives of every teacher. It is therefore important to stress the need for language learning from as broad a basis as possible: humanistic, enriching experiences on the one hand and more practical, career-oriented ones on the other.

Requirements: Pros and Cons

Students as well as teachers must be aware of the advantages and the limitations of second language study. It must be stated repeatedly that second languages are useful in careers primarily as an ancillary skill. However, no individual student deeply interested in language study should be prevented for pragmatic reasons from doing what is personally enriching and valuable. A well-rounded individual should know more than one language. Anyone interested in communication should *a priori* be involved in more than the native language.

In the past, the existence of language requirements has been used to recruit students. As these requirements were dropped at the college level, both as entrance criteria and in some cases as exit criteria,

the dramatically smaller enrollments in second language education were attributed to this development. One of the recommendations made by the President's Commission on Foreign Language and International Studies 1979 report was to reinstate language requirements for schools and colleges.

At the elementary and secondary levels of instruction in Texas, there are no state second language requirements. On the local level and dependent upon local initiative and administrative and/or community support, several districts have succeeded in getting such a requirement in place. This has happened principally with Spanish language study in Texas, but there is no reason to discourage such initiatives for the study of any other second language locally. Required exploratory experiences in language and a college-bound track with a language component are two of the most widely adopted required programs presently in effect.

Objectives: What One Can Expect to Accomplish

It is often felt in Texas that Spanish holds a special position and that it should have objectives different from those of other second languages. The first part of the statement is obviously true. Spanish is now truly a "second" language in the state and for this reason attracts the largest number of language learners. The objectives for the study of French, German, or Spanish, however, are usually the same: mastery sufficient to establish oral as well as written communication. Language learning objectives will change with the times, but language as communication will remain a vital dimension of a complete education. This leads us to take heed of changing student objectives. While course content should not be diluted to meet frivolous objectives, the changes growing out of new societal needs should be addressed.

If objectives are clearly stated and explained, students will be able to accept these objectives and benefit from their implementation. Taking into consideration the various needs of students, objectives must be broad enough to accommodate, for example, both those wanting to learn oral communication in a second language and those wanting primarily a reading knowledge. Flexibility is the key word for the future, since total agreement on the same objectives for all students is not realistic.

The Promotion of Second Language Study

The promotion of second language study and programs may be viewed as a three-pronged undertaking: 1) attracting new students, 2) retaining students already enrolled, and 3) educating our various publics. The need for promotion of language study as a valuable part of basic education is more than apparent. The 1960s and 1970s have seen the percentage of American students enrolled in second language courses decrease significantly. Convincing students, administrators, parents, and the public at large of the value of such study is a formidable but crucial project.

Attracting Students

Attracting second language students is very much dependent upon the visibility of the teachers and programs in the school. To gain such visibility requires first the identification of resources of both the inner community (the school or district) and the outer community (the parents, media, and others not directly involved with the school). Second, communication lines must be established and maintained with all of these sources of promoting language programs and must be put to frequent use, so as to keep the students, teachers, and programs in the public eye. Special language events and competitions are ideal means of gaining public attention and student interest. Texas is particularly fortunate to have and encourage statewide student participation in events sponsored by: the French Symposium, the Texas Association of German Students, the Texas State Junior Classical League, and the Pan American Student Forum.

Retaining the Students

Once the students themselves have opted to enroll in second language classes, retaining them becomes a primary goal of the teacher involved. Retention is, of course, essentially dependent upon the fulfillment

of the student's expectations for the program and upon the teacher. One instructional strategy that can promote student fulfillment is to develop, initiate, and evaluate linguistic objectives that may include:

- emphasizing cultural pluralism
- investigating values and beliefs
- strengthening English
- helping develop problem-solving and decision-making skills
- demonstrating language as an ancillary skill in a career choice
- interacting with native speakers of the target language

Educating the Public

The visibility of the successful second language student, teacher, and program is paramount in importance as a step in making the outer community aware of the value of studying a second language. In addition, however, concerted efforts must be made to establish open communication lines with our various publics to allow the value of second language study to be verbalized as well as demonstrated. Some recommendations for such communication links include:

- newspaper, journal, and magazine articles
- radio and television programming
- film and filmstrip presentations to interested groups
- student presentations to parent-teacher organizations
- coordination of local public relations efforts with the statewide theme for the annual observance of Language Week

Considerations for the Future

More important than any individual or the words of any media presentation in promoting second language study is the undeniable high priority of good teaching. Such teaching will inevitably serve to attract, retain, and, with concerted publicity efforts, reaffirm the value of second language study. Another factor that serves to promote second language study in Texas is the flexiblity of the second language curriculum to reach a greater number of students. This curriculum allows local districts to offer programs to suit local needs.

Because in the late 1970s less that 12 percent of the secondary school population was enrolled in second languages, it is apparent that promoting second language study should be a top priority item for the profession in general. Four general areas of need and concern may be identified for future promotional effort:

- Attention must be addressed to the fact that more than 50 percent of first-year language students do not continue their language study and less than 5 percent of students beginning a language continue beyond the second level.

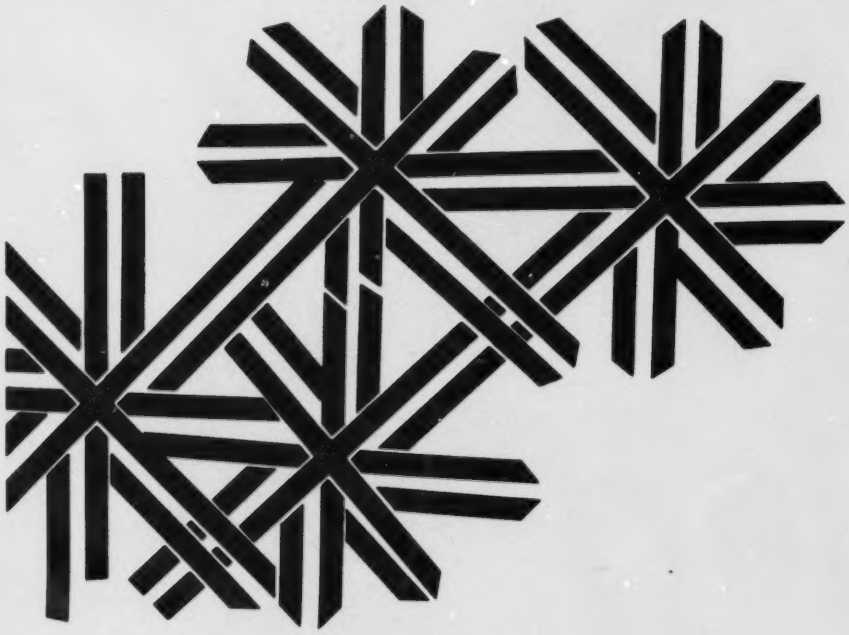
- Ways to encourage students to go beyond the basic language sequence into advanced courses need to be identified.

- The identification and documentation of successful programs (implying success both in content and numbers of students who enroll and continue) needs to be pursued.

- School administrators and counselors must be kept fully informed about and involved with the language activities of the school.

One distinct hope for the future may lie with the Agency accreditation plans. Since each school district develops a plan unique to that district (goals, implementation strategies, and evaluation), language educators are encouraged to become involved in showing how their programs can contribute to meeting the district's educational goals. Certainly language programs can help meet many of these goals and the visibility resulting will aid in second language study promotion.

Sharing Responsibilities



- **Global Education**
- **Language Study for Special Populations**
- **Bilingual Education**
- **English for Speakers of Other Languages**
- **Career Education**
- **Second Languages in the Humanities**

Global Education

Definition

Global or international education is a concept based largely on the perspective of world interdependence. World interdependence denotes a relationship of mutual dependence in all facets of life—cultural, economic, educational, environmental, and political—in all the countries of the globe. Some premises language educators believe follow:

- Social and political events in one part of the world have ramifications for all humankind; the distinction between "domestic" and "international" is being erased.
- International organizations in our world have constantly expanding mandates and activities.
- No community in this country is free from the influence of activities of multinational corporations.
- United States citizens increasingly work abroad, travel the globe, and encounter international visitors at home in addition to their contacts with other citizens whose dominant language is not English.

Objectives

Although there is by no means consensus on the objectives of global education in the curriculum, the following objectives are commonly presented:

- Students will become more cosmopolitan by partially transcending their ethnocentrism and by developing a sense of global interdependence.
- Students will become knowledgeable about international issues and problems.
- Students will develop cross-cultural understanding and the ability to communicate with peoples of other cultures.

Implementation

The goal of global education is the mobilization of all educational resources in an effort to help the citizens of the United States attain global literacy—the awareness of global conditions and problems; an understanding of the planet and the international social order; a respect for the concepts of multiethnic, multicultural, and multilingual education in pluralistic societies at home and abroad; communication possibilities; and career opportunities. Global education does not require the development of new courses or programs, but rather calls for the redesign and the renovation of existing courses or programs. Global education may become the content of basic education for citizens in the twenty-first century.

Role of Second Languages

Second languages can contribute significantly to the accomplishment of global literacy. Some elements of the language program will directly support the goals of global education. For example, language teachers are sensitive to language being the tie that ultimately binds a people together. In addition, language educators are involved in teaching culture in existing language programs. Second language teachers can also share with others the instructional strategies that our profession has already developed for achieving an understanding of another culture.

Interdisciplinary Studies and Global Education

The traditional concept of interdisciplinary studies has been the use of second languages in other content areas. One example has been the teaching of Latin American history in Spanish. Another example has been the use of language in teaching about the culture of a people. In another instance, the language teacher has teamed with another teacher in another department to present information. If global education is going to become a curriculum reality, international content must be a part of other subjects, especially languages, social studies, and fine arts.

By definition, it would appear that interdisciplinary studies would be a course, unit, or context in which two or more disciplines are taught together. As this definition applies to the use of second languages, it would be the use of language as one of the disciplines to be taught. Some people have wanted to include team teaching as a type of interdisciplinary study or even bilingual education, but it appears interdisciplinary has meant to most persons content, not instructional strategy.

Interdisciplinary studies programs refer usually to two kinds:

- specialized programs (subjects like geography, history, or physics are taught in the second language)
- generalized programs (second languages are integrated into global education or international studies)

The programmatic problems involved in specialized programs usually revolve around one's proficiency in the second language discipline. Since most students in the United States take only one to two years of a second language, they lack the necessary linguistic competency to participate fully in a class taught exclusively in a second language. Most second language teachers even doubt their advanced students could study a subject in the second language. They simply have not had enough second language experience. This deficiency, then, would limit severely the number of specialized programs that could be implemented. An important exception here is students who are already proficient in another language and who are an ideal target group for global education and interdisciplinary studies. The number of Spanish-speaking students in this group in Texas is significant, and much more can be done through such programs to utilize their language skills.

The granting of high school credit presents a minor problem. There appears to be general agreement that teaching any dual subject should carry maximum credit toward high school graduation. But one persistent problem is granting credit for a course which is narrower in scope than the same course taught in English because of the limited language skills of the students.

In addition to integrating languages into global education or international studies, another generalized approach is the cooperation of the second language departments with other departments. A Latin teacher, for example, could give an etymological course. A German history and culture course could be presented in English by the German teacher. The second language teacher could work with the social studies or fine arts teacher to present material of interest to students interested in either of those subject areas.

An area of concern is the need for a sufficient number of students with an interest in mastering language skills in the typical sequential program. However, outside the sequential program, in a course or program where culture is the target, English could be the medium of instruction. This latter approach allows students to gain immeasurable cultural understanding by studying another people.

Future Considerations

Texas, with its international border and its contact with other countries, particularly through the oil industry, is in an advantageous position to implement the goal of global education. However, it is imperative that second language educators in Texas join with their colleagues in other disciplines to define the goals and objectives of global education in our state and to identify the role of each content area in the goal implementation process.

Language Study for Special Populations

Special People

Three principal groups can be identified for specific attention to their needs and concerns in the acquisition of a second language:

- The gifted and talented are generally recognized as those students who have demonstrated high performance in school. This category also includes students with leadership and exceptional psychomotor abilities as well as students with talent in the visual or performing arts. High ability students have always constituted a large part of the second language population. Many high ability students remain unidentified, and much more needs to be done for these students. In all cases, the identification process is paramount in importance. This process will include teacher observation, some peer nomination, parental approval, and the usual formal testing procedures. Unfortunately, however, efforts to provide special programs for special populations have frequently stopped with the gifted and talented students.

- Handicapped students who may be motivated to learn another language are not being actively recruited. The handicapped student may be physically handicapped, have a speech problem, be blind or deaf, or partially blind or deaf. When students are mainstreamed into the classroom, they should be given the opportunity to study a second language. Whatever special needs they may have must be addressed cooperatively by the second language and the special education educators.

- Minority students may include Spanish speakers, blacks, disadvantaged students such as inner city blacks, the Indochinese, and Anglos in a context where they are not in the majority. Diversified language programs can be offered for these students.

Special Programs

Alternative approaches for gifted students may include such programs as magnet elementary and secondary schools, accelerated classes, or varied course content on the advanced level. Offering extracurricular opportunities is another option for challenging these students and meeting their particular needs.

Handicapped students have not had sufficient attention in the regular classroom situation, although some individualized instruction has been attempted. In the case of the blind, there are Braille books or materials; the hearing-impaired use a tape recorder. Some students may require a shift in emphasis from the standard four-skills program or the addition of other programs. For example, the second language curriculum now includes courses in American sign language.

Minority students with native speaking backgrounds should be considered for advanced placement or given specially designed experiences commensurate with their abilities and proficiency levels. Spanish for Spanish-speaking students should be a serious consideration as a class or group situation where appropriate. The inner city or disadvantaged students must also have specially designed experiences of high appeal and interest.

Specific problems faced by students from these special populations include lack of teacher understanding or awareness of their needs, lack of parental guidance and information, and lack of specially designed programming to meet their needs.

Special Preparation of Teachers

The preparation of second language professionals already includes some required competencies in teaching the special child. The teacher's program of study must continue to address the areas of teacher sensitivity, generic skills, and internship experiences that will prepare the individual teacher to provide for the needs of minority, handicapped, and gifted/talented students. Teacher training institutions will therefore need to reexamine their programs to ensure that their teachers are adequately prepared to serve all of these populations.

Programs in second language K-Grade 12 should be available to all students. The possibilities offered by the flexible second language curriculum in Texas should encourage districts to meet the needs of all their students.

Bilingual Education

There are many similarities between the goals of bilingual education and those of second language education programs. Both bilingual education programs and second language programs deal with the teaching of a second language and culture. Both have as goals the development of competence in a second language. Both try to develop an appreciation for a culture different from that of the home. In most of these programs students are learning English as a second language, but there is some evidence that English-dominant children are being included more often in a bilingual program to enable them to learn a second language at an early age.

Definition

What is bilingual education? The U.S. Department of Education defines it as the use of two languages, one of which is English, as mediums of instruction for the same student population in a well-organized program that encompasses all or part of the curriculum and includes the study of the history and culture associated with the mother tongue. Although bilingual education deals with several areas of the curriculum, its distinguishing characteristic is the use of two languages for instructional purposes. As an instructional strategy, bilingual education is not by itself a curriculum element, but it is used to deliver the curriculum to limited English proficiency students. (For information on the implementation of bilingual education in Texas, see the *Texas State Plan for Bilingual Education* published by the Texas Education Agency.) That bilingual education and second language programs are both involved in the teaching of language and culture is significant.

Common Goals

It is important for teachers in both fields to be mutually supportive, since their efforts can and should be complementary. Both fields deal not only with cognitive development through teaching a second language, but also the affective realm through cross-cultural understanding. Both second language and bilingual education teachers support the concept that full bilingualism is a laudable objective for all students in our schools. Full bilingualism encompasses the ability to understand, speak, read, and write two languages and to function as social beings within the contexts of the two respective cultures. Teachers in both fields recognize that schools can promote this ability as the result of an uninterrupted sequence of study in K-Grade 12. Today more than ever the United States in an interdependent world needs to take advantage of its own linguistic resources while it develops others.

Second language teachers bring with them a rich linguistic competence and much experience in language development and acquisition. This experience has evolved over the years through study, experimentation, and a trial and error process. In Texas the bilingual education field should capitalize on this readily available resource for the teaching of Spanish as a first language and English as a second language. By the same token bilingual education teachers have much to offer their colleagues, not the least of which is the experience of using a second language as a medium of instruction. Acceptance of the child and his or her home language and culture is a concept generally subscribed to by bilingual education teachers. The acceptance and utilization of the abundant linguistic and cultural resources present in our state require careful consideration in school and college programs.

The result of mutual support and respect between the bilingual and second language fields, therefore, will ultimately mean the improved language competence of students moving up through bilingual education programs and an overall increased interest on their part for additional language study at all levels of instruction. Some of the students exiting from bilingual education will choose to continue language study in second language programs.

Strategies for Cooperation

What are some specific steps that can be taken to promote a closer link between the two fields? The following are suggested:

- At the local school level administrators can initiate dialogue among teachers in both fields. Inservice education is an excellent opportunity to promote a sequential program of language instruction between elementary and secondary schools.

- In teacher training programs there can be strong links between the language department and the college of education. The use of the second language in the training of teachers is an excellent way to coordinate the expertise represented by these fields. Teachers in bilingual programs must be prepared to teach in two languages.

- At the state level representatives of the second language and the bilingual education fields can make every effort to attend and contribute to meetings and conferences in each other's disciplines.

- All levels—state, regional, local—can promote and publicize the success of their programs, however small, through the news media, professional literature, and presentations to constituent groups such as local and state boards of education, boards of directors, and PTAs.

- Teachers can join professional organizations in each other's fields, for this provides excellent interdisciplinary perspectives.

- Second language teachers are in the business of promoting bilingualism, and, for this reason, they should make a conscientious effort to use the languages they command with their bilingual colleagues, parents, and students at every possible opportunity. This not only gives credence to their efforts of promoting second language usage, but it also gives that particular language a measure of prestige since it is used in a variety of communicative contexts both in and outside the school setting.

- Community support is essential. In the final analysis it is this very support that determines the existence of certain school programs. If parents, who also happen to be taxpayers, are convinced that the learning of languages other than English is a worthwhile goal for their children, then the chances for continued financial and moral support will be greatly increased.

Teachers in both fields, therefore, are striving for many of the same goals. Mutual recognition of each other's strengths and support of each other's programs are the key factors in promoting effective language instruction in our schools.

English for Speakers of Other Languages

Overview

The *Texas State Plan for Bilingual Education* requires English language development programs for any limited English proficiency (LEP) student, K-Grade 12. Students receive instruction in English for Speakers of Other Languages (ESOL) as one of the components of a bilingual education program in K-Grade 5; others receive ESOL instruction as part of the regular instructional program. Elementary classroom teachers and secondary teachers of English, second languages, and bilingual education may be assigned to teach ESOL where such instruction is not part of a bilingual education program.

ESOL is a field of study and not a specific approach or methodology. Instruction in ESOL seeks to provide functional competence in English and an awareness of American culture. The term *ESOL* replaces such terms as *English for Foreigners* and *Special English,* that stigmatized minority groups in the past.

ESOL in the Elementary and Secondary School

In the elementary school ESOL is either part of the bilingual program or part of regular classroom instruction. ESOL has much methodology in common with second languages in the elementary school (SLES), but, as a point of contrast, SLES students do most of their learning in class and ESOL students receive experiences from many sources.

English teachers, second language teachers, and bilingual education teachers provide instruction in ESOL at the secondary level. There are very few ESOL specialists at this level in Texas. Students choose either English or elective credit for ESOL. Teaching ESOL does not differ significantly from teaching any other second language, since ESOL methodology has evolved along the same lines as second language teaching.

The Agency publication, the *Texas State Plan for Bilingual Education,* Appendixes C and D, identifies the goals for teaching ESOL. Although similar, these goals differ from the goals for other second language programs:

- ESOL programs require many additional sociocultural and sociolinguistic considerations, since students must live among Americans and speak English.
- ESOL goals require native-like proficiency.
- ESOL programs are transitional; the ultimate objective is for the students to move into the regular instructional program.

Materials for teaching ESOL in the elementary and secondary schools are available in moderate numbers, but scope and sequence charts and diagnostic instruments are not readily available.

Teacher Training

No additional certification is presently required in Texas of elementary and secondary school ESOL teachers. Competencies for teaching ESOL have been identified in Appendix E of the *Texas State Plan for Bilingual Education.* Teachers assigned to teach ESOL should be able to demonstrate those competencies or be provided with staff development to acquire the needed competencies. Until the time that ESOL specialists are readily available, ESOL methodology should become a part of the elementary teacher training program and the methods courses of English, second language, and bilingual education teachers. Professional language organizations in Texas will need to show greater interest in ESOL.

Career Education

Defining Career Education in Relation to Second Language Learning

Career education refers to the sum of experiences in acquiring a saleable skill for the world of work. Those whose training includes languages may possess a flexible tool in the changing world of work. Proficiency in a second language and knowledge of another culture will, therefore, be an essential component of career education as an ancillary skill for students.

Second language competencies make it possible for people to create a lifestyle that is fuller and more enjoyable because of communication with another culture. Second language skills and knowledge can have a beneficial effect on the learning of other basic skills such as reading, writing, and vocabulary. Many define a person's career as the totality of life, not just as a job or a vocation.

The Place of Career Education in the Second Language Curriculum

The fact that the public has insisted on preparation for careers in virtually all disciplines has played a significant role in putting many language educators into action to offer themselves as a valuable source for career information.

The following are facts regarding career education and the second language curriculum:

- Opportunities are available for second language speakers in the world of work.
- Career education components exist in many second language classrooms at this time.
- Many career education activities seem to be especially appropriate for advanced second language study.

Some secondary schools in Texas are offering courses in medical-legal Latin, conversational Spanish for police officers and airport employees, technical translation, and language for tourists. Students in advanced classes have made individual career studies, learned special vocabulary, practiced filling out application forms, role played in job interviews, and received counseling regarding employment opportunities.

Basic Learner Outcomes for Career Education Applicable to Second Language Learning

Basic Learner Outcomes for Career Education, TEA Publication MA6 825 01, points out specific learner outcomes that can be identified in the activities that language teachers carry out at present. They also include activities that language teachers may want to infuse into future courses. The basic learner outcomes related to second language learning are connected with:

- career planning and decision making
- career and occupational information
- skills in human relationships for careers
- personal/work/societal responsibilities
- education/career opportunity relationships

The incorporation of career education into the existing curriculum requires extra effort on the part of the teacher and may necessitate the use of a teacher aide. Techniques for acquainting administrators and the community with the involvement of second languages in career education should be devised. Student success in student career projects and the job market also need to be publicized.

Second Languages in the Humanities

Objectives

The study of second languages has always been considered part of the humanities. No longer are students merely being trained in language skills, but rather their development as logically thinking individuals with inherent potentials is being supported by the study of second languages and cultures.

The objectives of language learning as part of the humanities interrelate cognitive and affective learning. Education in the affective domain provides growth of the student's feelings, attitudes, imagination, experience, and creativity. Affective learning in conjunction with cognitive learning is stressed because cognitive accumulation of linguistic forms and vocabulary does not represent language learning as a whole.

Cross-cultural Learning

Humanistic second language education recognizes the special role of cultural learning because culture and language are inseparable components of productive second language learning. Cultural learning occurs largely as affective learning if it is more than memorization of historical dates or geographic boundaries. Cross-cultural learning concerns awareness and sensitivity across cultures; therefore, characteristics of such learning include 1) curiosity, i.e., the desire to find out about different modes of living and thinking; 2) empathy, i.e., the attempt to see and understand the other person's way of thinking and believing; and 3) flexibility, i.e., the willingness to change. In short, successful cross-cultural learning modifies ethnocentric attitudes. Since the United States is a multicultural society with increasing emphasis on ethnic roots, such a reduction of ethnocentricity can only be helpful in creating more effective cross-cultural communication within our own society.

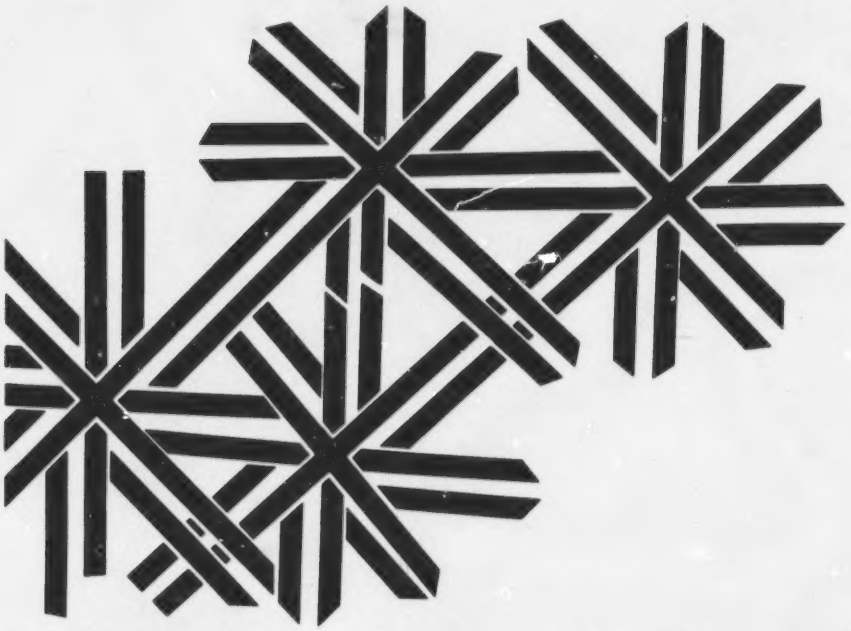
As it has been long accepted that students learn more about English by learning a second language, it can now be claimed that students will learn more about their own culture by learning about a second culture. By further extension, students will learn more about their own attitudes, feelings, and beliefs by learning about different ideals, attitudes, and values as inherent in a second society and as reflected in its culture.

Process

The need for cultural learning is clear. As in the past, various definitions for culture exist in the second language profession. There continues to be a lack of agreement concerning which aspects of culture to teach, although clearly most students would opt for "pop" culture—aspects of immediate relevance to them. To initiate and nourish cross-cultural sensitivity and learning is a more difficult task for the teacher than conducting drills on verb forms or vocabulary items, for example. Any learning at the affective level is difficult to bring about and cross-cultural learning is no exception.

The second language teacher's cultural knowledge, resources, and creativity are the only boundaries for the second language student's learning experience in the humanities. Ideally, the student develops an awareness of the second culture; an understanding of different cultural characteristics, behaviors, and values; a curiosity about another culture; and the desire to participate to some extent in this culture.

Building for Better Content and Approach



- **Preservice and Inservice Education: Professional Preparation and Growth**
- **Methodology**
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- **Communicative Competence**
- **Individualization of Instruction**
- **Spanish for Spanish Speakers**
- **Student and Teacher Evaluation**
- **Beyond the Second Language Classroom**

Preservice and Inservice Education: Professional Preparation and Growth

The integration of preservice and inservice education has significant implications for the second language teacher. The network of teacher centers in the state is increasingly involving the total profession in preservice and inservice activities. Since no teacher's preparation ceases with the awarding of a degree or certification, the inservice education component should foster continued professional growth and guarantee the strengthening of abilities developed during preservice training.

Preservice Education

Preservice education prepares prospective language teachers to function competently at the levels for which they are assigned. During undergraduate studies, prospective language teachers acquire the needed language skills in the second language. In addition, teachers have sufficient background in content and methodology to be able to perform successfully. Accountability is of as much importance for teachers as for any other group in the educational system. Increasing numbers of certification programs depend on the demonstration of competency. The three principal components of preservice education are: content courses, pedagogy, and professional awareness.

- Content Courses
  The content courses should be conducted in the second language and should develop:
  - aural and oral fluency in the language
  - intensive and extensive reading
  - written expression
  - knowledge of grammar (in both the second language and English)
  - knowledge of phonetics (in both the second language and English)
  - knowledge of culture and civilization
  - applied linguistics
  - a broad exposure to literature

All content courses should be based on performance criteria, and an acceptable level of proficiency in language skills should be required before student teaching and provisional certification.

- Pedagogy
  Areas of emphasis that need to be treated in the second language pedagogy component are:
  - using early and ample opportunities to observe actual classroom language learning. (This experience should be made available as soon as the student declares the intention to become a teacher education major in second languages.)
  - learning and utilizing various teaching techniques and strategies
  - micro-teaching, peer-teaching, and role-playing to learn to integrate the language skills, applied linguistics, and methodology

- developing techniques for testing second language skills
- training in the diagnosis of learning problems and remedies to be applied. (A knowledge of psycholinguistics will be helpful here.)

Other areas not directly related to second language pedagogy but important for the effective development of all language teachers include the following:

- training in classroom management and discipline
- developing an attitude of self-criticism by the use of audio and video taping and/or critiques by a competent specialist before and during student teaching
- familiarizing prospective teachers with the structure and operation of the school and the role of the school in the community
- making available competent personnel to observe and criticize behavior early enough during the preservice period so as to have the assurance that the individual under observation is fit to perform as a teacher and has the talent and empathy to teach and communicate with students
- providing insight and information for prospective teachers as to the role and responsibilities of an effective cooperating teacher
- Professional Awareness
  In preservice training insufficient emphasis has been given to delineating the future responsibilities of a second language teacher. It should be emphasized that the second language field may require a greater degree of dedication than do many other fields. An effort should be made to familiarize the prospective teachers with:
  - activities related to but not specifically a part of conducting classes such as sponsoring a club; establishing a pen pal program; preparing students for contests, plays, and choral and dancing performances; and acquainting them with folklore and holiday activities of a given group of people
  - the role a second language program plays in the community to promote understanding at home and abroad
  - the advantages derived from membership and active participation in various activities and programs of professional organizations
  - the necessity of developing professional honesty and integrity in dealings with students, peers, and administrative officers
  - the importance of an empathetic attitude to guide emerging teachers as well as their future students in personal development and growth

The successful candidate for a teaching position will have demonstrated performance in all skills areas and will gain further certification only upon demonstrated ability in the classroom. Provision will be made as well to renew certification upon evidence of continuing professional preparation.

Inservice Education

The opportunities for professional growth available to teachers in assigned positions are extremely important. Inexperienced teachers' initial classroom contacts will allow for the identification of areas they will want to strengthen in every way possible. For the language teacher, formal skills development may be inadequate to cope with the instructional levels assigned. At this point summer travel or intensive language study may become paramount in importance. Those teachers seeking increased awareness of newer and/or different methodological approaches will consider additional formal courses or will actively seek recommendations and answers through professional meetings and journals. It is highly advised that every language teacher be a member of at least one national organization (e.g., The American Council on the Teaching of Foreign Languages), at least one state organization (e.g., Texas Foreign Language Association), and at least one local organization (e.g., Houston Area Teachers of Foreign Languages). In this way organizations can provide valuable opportunities through their newsletters, journals, and regular meetings.

The inservice program provided by the local district should allow for a combination of the following approaches: 1) practical, 2) theoretical, 3) innovative, and 4) uplifting. To revitalize the language teacher who may often feel beleaguered, it is necessary to offer an integrated staff development program of helpful learning opportunities designed specifically for those teachers.

Some of the important criteria for establishing a second language inservice program appear to be:

- to plan for the proper spacing and timing of programs to fit the schedules and needs of the teachers involved
- to conduct needs assessment regularly to determine areas that can best be addressed
- to identify the area, regional, state, and national resource people the district can use
- to encourage language teachers to participate in programs and conferences outside the district (through released time and partial financing)
- to maintain an appropriate professional library for individual teacher improvement
- to insist upon some practical application to classroom activities in every inservice session
- to evaluate thoroughly each inservice activity for its fulfillment of the needs assessed

The possibilities of future state and federal funding for such inservice programs exist and will have an impact on the improvement of language teachers. *A Guide to Better Inservice Education in Texas,* Texas Education Publication GE0 891 03, will be useful in planning programs for local districts.

Methodology

The methodology of second language teaching involves the study of ways of facilitating student learning of a second language, usually in the formal setting of the classroom. This methodology deals with deliberately planned manipulation of the learning environment toward achievement of specific learning outcomes.

Background and Basic Issues

Second language teaching is not different from other subject areas in that it has gone through periods of different emphases in the way subject content is best taught and learned. In somewhat imperfect

historical order, the methodologies of grammar-translation, direct method (Cleveland plan, Berlitz, Saint-Cloud), physical response (Gouin, Asher), audio-lingual (audio-oral), cognitive code-learning, and eclectic have waxed and waned intermittently in their influence on language teaching. Primarily due to a lack of substantive research base, no single method has enjoyed total acceptance. Popularity of a given method has influenced the number of teachers adopting (or adapting) any given method. The audio-lingual method still remains the most popular currently, although there may be as many interpretations of this method as there are users.

The strength of persuasion of the ever accumulating body of research supporting the use of carefully stated instructional objectives toward improved learning makes possible a definitive statement regarding choice of methodology: For any learning environment the best method of instruction is ideally that method that proves to be most effective and efficient toward achievement of the stated objective. Here, effective refers to the quality of learning and retention; efficient refers to minimizing the time needed for the learning to take place. No one method has proved satisfactory for the instructional needs of all teacher-learner combinations. Devotion to a single method tends toward rejection of the use of a different method regardless of anticipated learning outcomes. Acceptance of a methodology as inviolate seems outdated in the present era of teachers capable of making instructional decisions based on learning progress. Hence, questions such as "Should English be used in the second language classroom for any instructional purpose?" are replaced by such questions as "What instructional technique is most effective and efficient in leading students toward achievement of the instructional objective?"

Trends and Future Influences

Five major areas are the most likely topics of research in methodology in the near future:

- Synthesis of Related Areas
  The synthesizing of expertise in related fields has been responsible for recent trends toward improvement of second language teaching methods. In audio-lingual methodology, stimulus-response (neo-classical) psychology coupled with descriptive linguistics have provided the theoretical basis. In cognitive code-learning, cognitive psychology coupled with linguistic transformationalism have provided the theoretical basis. The theory underlying a methodology should be more secure when experts appear who synthesize within themselves the various related disciplines.

- Content and Sequencing
  Seven content areas have been identified: phonology, graphemics, vocabulary, morphology, syntax, culture, and kinesics. The four language skills (listening, speaking, reading, and writing) are threads running through these seven content areas. A major problem in improving teaching methods is to identify criteria for ordering the sequence of language content areas for most effective and efficient learning at all levels.

- Principles of Learning
  The identification and implementation of principles of learning such as distribution of practice, graduated sequence, perceived purpose, mental practice, revelation of objectives, positive transfer, and adjusting the level of difficulty of the learning task hold real promise toward effecting more learning in less instructional time.

- Language Analyses
  As formal analysis of student errors adds its contribution to the task analysis effort of the program planner and the contrastive analysis of the descriptive linguist, more information concerning the nature of each language learning problem will be available as another source of information toward effective teaching methods.

- Language Learning and Language Acquisition
  Research continues with regard to how time is spent attaining functional mastery of a language. The proportion of time spent in "learning" the language, i.e., the conscious efforts of the student to manipulate the language, and the time spent "acquiring" the language, i.e., the subconscious use of language by students in meaningful communication situations, are significant. It appears that when students have numerous opportunities for language acquisition, they reach functional mastery of a language more efficiently.

As the ideal way to teach second languages has moved from one methodological camp to another, a gradual evolution has taken place providing a stronger theoretical base for effective instructional guidance than was available previously. Improvement appears to lie in the identification of appropriate learning objectives followed by research to demonstrate the most effective and efficient means for guiding students toward the achievement of those objectives.

Instructional Resources

Definition

Instructional resources may be viewed as all materials, personnel, and services that help the teacher in content instruction. The recent proliferation of such resources for the second language teacher has made it increasingly difficult for the typical teacher to know what is available and what choices to make for the intelligent use of the resources.

Textbooks

The primary source of program support continues to be the basic text. In Texas basic texts are provided to the school districts through a statewide system of textbook adoption. Selection of texts is made by the State Textbook Committee appointed by the commissioner of education and approved by the State Board of Education. Textbook purchases are authorized by the Texas Legislature through an appropriation of funds. Since these amounts vary from year to year, decisions about the particular books that will be considered for adoption or readoption are dependent on those yearly allocations.

The timetable for the adoption of textbooks occurs in eight-year cycles. Each second language adoption includes all the levels currently approved by the State Board of Education. For example, textbooks are currently available for French I-III, German I-III, Latin I-IV, Spanish I-IV, and Elementary Spanish, Grades 3-6.

Other Resources

Beyond the textbook, instructional resources extend to all supplementary materials, both commercial and noncommercial, print and nonprint, persons, places, and things. Although the state does not provide all such materials or services, it is important for each teacher to seek out as many of them as possible to meet specific needs and interests of students.

The uses and abuses of language laboratories in past years have caused them to suffer increasing disfavor among many language teachers. Where sufficient time has been set aside to plan for the activities, where activities are appropriately supervised, and where the equipment is adequately maintained, however, the success experience has merited the efforts exerted. A simplified functional, even portable, audio-learning center seems to be ideal for most language program purposes. Use of the laboratory for individualized programs appears to be an absolute necessity.

Regional education service centers can provide specific media resources as well as some technical assistance. Likewise, the Second Language Section of the Agency is prepared to offer technical assistance and to provide leadership by developing realistic curriculum guidelines and other publications of general

import to second language programs. In addition, professional organizations in the state provide sources of materials, personnel, and services to members at meetings, conferences, and conventions, and in official publications.

Future directions and needs for instructional resources may involve the following:

- better communication between the profession and publishing establishment at all levels
- development of texts with a smaller corpus of grammatical material and with increased consideration for manageability and skills-using activities
- establishment of sources for identification of materials and resources with provisions for thorough rating and review
- development of criteria for the selection of textbooks

Communicative Competence

Definition and Implications

Communicative competence refers to the ability of two or more persons to converse with or relate to one another in a meaningful context. Although reading and writing skills are a significant part of this communicative process, current stress is being placed upon the development of oral communication skills, a frequently neglected area in much past language teaching. Communicative competence in oral language development, then, requires the ability to listen, understand, and respond, and includes both verbal and nonverbal communication. Depending on the level of skills of one or more of the participants, incorrect pronunciation, grammar, and even vocabulary may be utilized in the exchange. As the capability to communicate gradually increases, participants are able to deal with more real-life situations, with greater understanding of cultural variances within these situations, and with a higher degree of linguistic precision. Although communicative competence is important between any two participants, it often is given the added scope that at least one of the participants is a native speaker of the second language. Communicating involves conversing or relating or corresponding. Competence refers to an increasing effectiveness in communicating.

Teaching for Communicative Competence

Extensive use of the second language in the classroom gives students more training in listening comprehension and speech patterns. All people are able to understand much more than they can communicate orally.

Some of the classroom period should be dedicated to the building of the communication skills in both real life and fantasy contexts that allow free expression. During this period of time, student errors are not corrected as long as the communication would be understood by a native speaker. As difficult as this is to accept for many teachers, the principle of communication for meaning's sake and not for error-free grammaticality is a very important stage in the development of communicative competence.

Preparatory activities will often be teacher-directed and should teach correct principles of pronunciation, vocabulary, and grammar. Student errors may be corrected within the framework of these activities. The communication skill activity period will be student-directed and will be more concerned with the transmission of ideas and building interpersonal relationships. The only errors corrected are those that make communication impossible. The errors that are made are to be corrected at a different time and in a way that will not bring embarrassment nor produce inhibitions in the students' activity. Students must feel success in their efforts to communicate, and the teacher should encourage and applaud their efforts frequently.

Testing for Communicative Competence

Within the framework of each stage or unit, a level of communicative competence should be defined and tested. This testing may be in conjunction with or separate from the testing of the other skills or material of that unit.

These examinations should not be long but should test both aural and oral skills. Care must be given so that the tests encourage communication first and progressive competency second. Credit is determined by the ability with which students transmit and/or receive information. This does not preclude correct use of pronunciation, vocabulary, and grammar, but does not limit it to those items. Sufficient credit must be given to this process so that students will be encouraged to continue the development of communicative skills.

The implications of advocating the teaching and testing for communicative competence are far-reaching and of immediate importance in second language instruction. Teachers and textbook authors alike must begin to allot a significantly greater percentage of time to activities using the skills. Cutting back on the formal structural and lexical material introduced greatly enhances the opportunity for developing real communicative mastery of the smaller corpus of material.

Individualization of Instruction

Overview

To individualize instruction requires a firm conviction that every student can achieve a measure of success in a course or program and, further, a willingness to build and foster conditions for the student to attain that success. During recent years the emphasis on individualization in the second language teaching profession has been heavy and constant; however, individualization still escapes widespread use in the majority of classrooms.

Individualization in a language classroom may take countless forms, and the decision must remain with the willing teacher as to finding the time and materials available to implement any or all of the possibilities. Some of the possibilities follow:

- an assessment of student learning styles to determine the best kinds of activities for an individual student
- determination of student interests and motivation for choice of activities and materials
- a continuous assessment of student achievement for progress toward objectives, recycling or intelligently supplementing the student's program
- permission for individuals to retest on material not yet mastered
- use of commercially-prepared or teacher-prepared materials to supplement the textbook in the quest for student mastery of learning objectives
- preparation of learning interest centers for students, allowing them to reach objectives through different content areas
- use of both individual and group work where and when applicable with students

An individualized instruction approach to curriculum is one that allows teachers to respond to the cognitive and affective needs of the student rather than to insist that students respond to teachers. In Texas the flexible second language curriculum permits a local district to individualize the curriculum

itself, instead of the more frequent past practice of fitting the students to a program. Given appropriate strategies, pacing, and objectives, such instruction can be for all students at all levels. It can be for those students seeking an enrichment activity or for students needing a remedial component in the classroom. For students to assume the necessary responsibilities, however, clearly defined instructional objectives should be an integral part of the program so that all students know what is expected of them.

Special Considerations

The problems in the implementation of individualization may appear overwhelming if not considered in perspective and with the realization that individualization can be done successfully only one step at a time. Consideration of the following problems may be helpful in allowing teachers to prepare in advance for some of the inherent difficulties in establishing such a program:

- time for organizing and preparing individual packets, correcting individual work, record keeping
- class size and classroom size
- provision for supplemental personnel or aides
- pre- and post-assessment of students with regard to proficiency upon entering or leaving all levels
- availability of supplementary materials, visual aids, books, learning activities packets, tapes
- cooperation of administration

One of the most important reminders for teachers who individualize instruction is that language is a means of communication and the oral skills must be practiced and provided for in all programs where such development is an identified learning objective. Finally, the true measure of success of any individualized program will be that individualization becomes synonymous, not with a lack of instruction, but with a real personalization and humanization of the learning process.

Spanish for Spanish Speakers

Definition

Spanish for Spanish Speakers (SSS), sometimes called Spanish for native speakers, refers to a program of first language development that may begin at the primary, intermediate, or secondary level. The SSS program provides students with opportunities to expand their proficiency in the four language skills—listening, speaking, reading, and writing—and to strengthen their knowledge of their own culture. The flexibility of the second language curriculum will permit the development of various SSS courses. (See Figure 4.) Emphasis is on recognition and mastery of standard Spanish and the acquisition of pride in the student's cultural heritage.

While fluctuating slightly, enrollment in SSS in the 1970s comprised about 6 percent of the total enrollment in Spanish. In 1977-78, 24 percent of the student population in Texas was Mexican American. It is apparent that there is still a significant linguistic and cultural resource of native speakers in Texas who must be encouraged to retain their culture and develop their language.

Limitations

Programmatic concerns in SSS are generally not unlike the concerns of the second language profession itself. For example, SSS classes are sometimes difficult to schedule because of the small enrollment; the attrition rate after Level I is over 50 percent; and the target student population is not always made aware of the desirability of being literate in more than one language. SSS programs also often lack community support, an aspect that second language programs too often share.

There are some issues that are unique to SSS programs. A list might include:

- students electing to choose regular Spanish courses rather than SSS because regular classes are easier for them
- grouping of SSS students with non-native speakers thereby making it difficult to meet individual student needs
- pacing of program content due to diverse linguistic proficiencies in a single classroom
- placement of students and awarding of credit for work in SSS previously done
- lack of appropriate instructional materials at all levels
- scarcity of professional literature on the subject

Recommendations
Special attention and expertise are required before solutions are found for these problems. Continued attention and leadership need to be given at the national and state levels. The publishing industry needs to be made aware of the special needs of this population; staff development efforts need to be accelerated; the writing of curriculum materials needs to be encouraged; research efforts need to be supported; and community awareness strategies need to be developed.

Student and Teacher Evaluation

The multiple purposes of evaluation in general apply as well to second languages: determining aptitude, attitude, placement, and achievement; assessing individual, class, and teacher progress toward meeting objectives; determining program development strategies; and evaluating a course or program. For the individual language teacher, the need to test that which is taught becomes increasingly important as emphasis increases dramatically on the oral skills. Unless these skills are tested along with written skills, students cannot be expected to exert the effort needed to improve oral communication.

Certain specific testing areas will receive significant attention in the near future:

- Tests measuring oral communicative competence of students will be developed to bridge the gap between what is being done in classes and what is being measured on tests.
- Legislation mandating the testing of students at various levels in certain basic skills areas will hasten the development of proficiency tests in second languages as a means of providing valuable program evaluation.
- Attitudinal instruments assessing students' feelings about language study, a particular language program or culture, as well as tests for learning style identification will gain more widespread use for true personalization of instruction and as additional measures for program evaluation and needs assessment.
- An increase in competency-based teacher education programs will necessitate the development of language proficiency tests for teachers, and this phenomenon will eventually become a prerequisite for formal teacher certification.

The development of such testing measures implies an increased emphasis in the training and retraining of teachers during preservice and inservice education. The end result of better trained testers with reliable in-

struments in hand will allow the teachers to better analyze their teaching effectiveness and the effectiveness of their programs. More importantly, such evaluation will become an indispensable instrument for change, a first rather than last step in determining future directions.

Beyond the Second Language Classroom

The extension of second language experience beyond the classroom is a desirable and necessary addition to all language programs. Three broad areas are identified for such extensions: 1) within the school; 2) with other schools, the community, and other areas of the state and country; 3) to another country.

Within the School

The possibilities for extension and promotion within the school are limited only to the time, creativity, and inspiration of the teacher. The most common and valuable activities may be the following:

- language clubs
- a special day or week devoted to the languages
- language newspapers
- a language festival
- bake sales for profit and advertising
- sporting events between language classes
- language tables at lunch
- a language bulletin board
- cooperation with other disciplines that involve second languages (fine arts, English language arts, and social studies)

Beyond the School

The successful extension of the classroom beyond the school can involve the following:

- minilessons in language to elementary students
- visits to college language classes
- visits to lower grades to promote second language study
- state and national language contests
- language camps in Texas
- field trips and minitours to various ethnic communities
- visits to military bases and seamen's centers
- visits to cultural centers such as the Institute of Texan Cultures in San Antonio

- films at commercial theaters and university centers
- visits with local native speakers
- restaurant visits or luncheons/receptions with visitors from other countries
- educational TV programs
- newspapers and periodicals from other countries
- participation in or cooperation with ethnic organizations in the community (e.g., Alliance française, Houston Liederkranz)

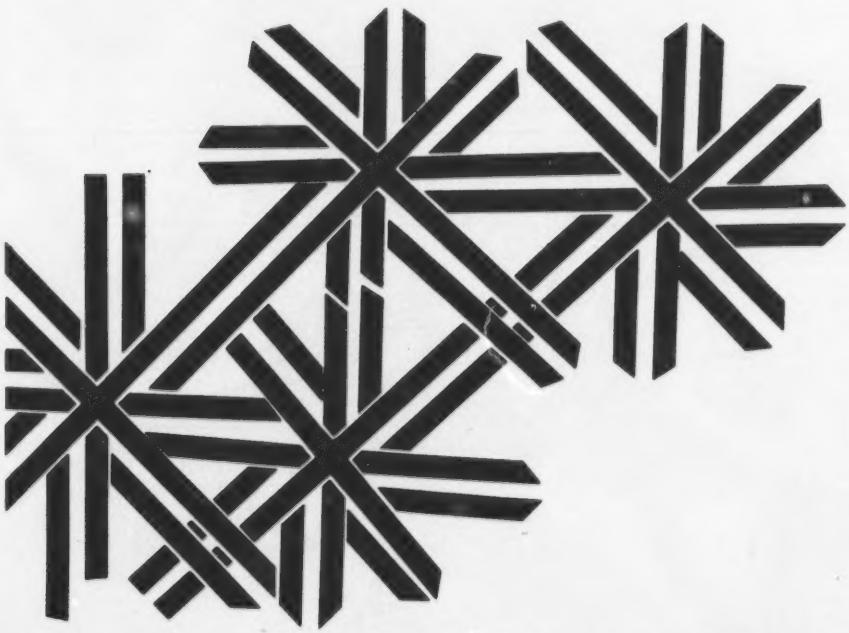
Travel

The third area of extension to a country of the language being studied is perhaps the most difficult but the most rewarding for teachers and students alike. Such an extension is indeed most frequently the ultimate goal of the second language student: to be able to use the language in correspondence or travel with native speakers of that language. Some of the trips to be considered are:

- exchange programs
- trips arranged by the teacher with the aid of a travel agency
- trips where students live with families and attend school
- trips combining family living and touring
- trips through organizations such as the Foreign Service League, American Council for International Studies, Youth for Understanding

This type of project involves extensive preparation and careful planning from publicity before and after the trip to the minute details of daily learning tasks and touring plans while abroad. A thorough investigation of the organization sponsoring the trip is imperative for every teacher in order to assure maximum satisfaction with the opportunities offered and the responsibilities assumed.

Developing a Texas Plan



- The Flexible Curriculum for Second Languages in Texas
- Sequential Offerings
- Nonsequential Offerings
- Second Languages in the Elementary School
- Second Languages in the Middle School or Junior High School
- Advanced Second Language Courses
- Program Evaluation

The Flexible Curriculum for Second Languages in Texas

Rationale

The second language curriculum in Texas affords districts the flexibility to offer courses that fully meet the needs and interests of their students and staff. The traditional curriculum in Texas and elsewhere in the nation has been a sequential program of skills development and cultural understanding. Although this sequential program has met and continues to meet the needs of many of our students, a significant portion of the student population has not been well served and chooses not to enroll in language courses for various reasons. The development of a more flexible curriculum in Texas encourages the strengthening of the sequential program and provides another meaningful program of nonsequential courses for students. The two components of the curriculum as seen in Figure 2 provide for 1) the sequential program of skills development and cultural understanding and 2) a nonsequential program offering courses with minimal or no prerequisites and specifically designed for the students involved.

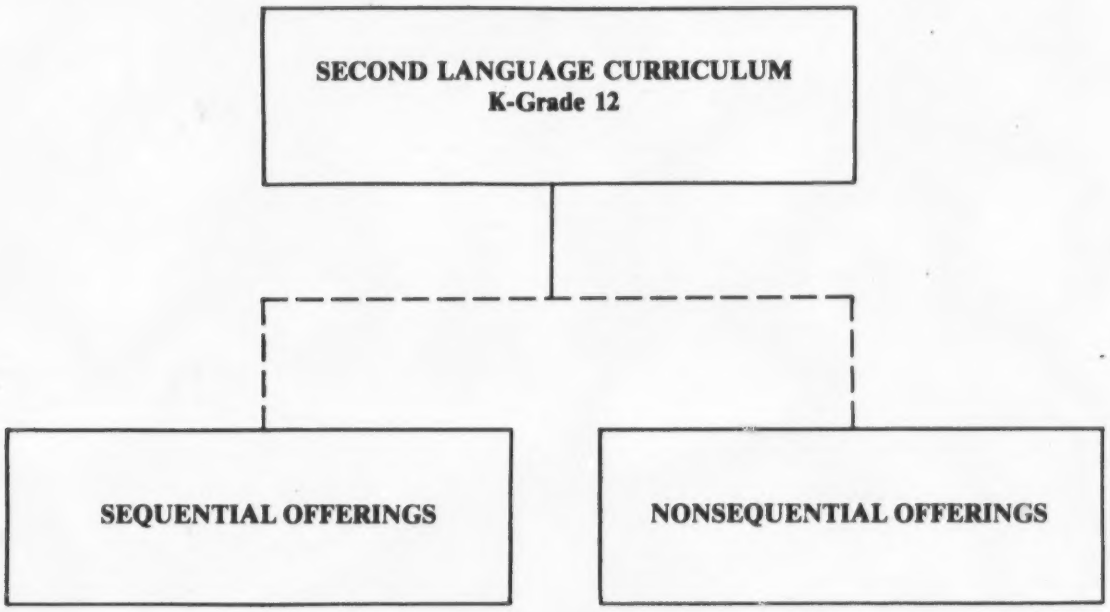


Figure 2

General Characteristics of the Programs

Certain situations lend themselves ideally to the more flexible curriculum. Some important considerations for districts are the following:

- The programs described at every point in the curriculum are intended for those schools that have the student interest and need, the staff, and the facilities available. Program description is also intended to encourage those schools that are presently unable to meet the needs or legitimate wants of students and/or staff to plan for future years with those identified needs in mind.

- Language learning is viewed as a process to be engaged in at any point during the K-Grade 12 curriculum and to a depth equal to students' abilities and interests. (See Figure 3.)

- Student entry and/or reentry is possible at various points in the curriculum.

- In keeping with the idea of local autonomy, schools and teachers retain control over the development of specific programs and courses. For example, the programs for the elementary school may include:

  - Sequential Second Languages in the Elementary School (SLES)—with emphasis on skills development.

  - Nonsequential SLES—offerings of a year or two designed to improve the student's reading and vocabulary skills in English. Latin SLES is a good example here. Emphasis is on English.

  - Second Language Arts in the Grades—short-term units incorporated into the student's language arts experiences. Emphasis is mainly on culture.

Although specific attention is devoted to elementary and middle school programs and prospects in this section, much of the information presented concerns the language programs in the high school, Grades 9-12.

Second Language Curriculum K-Grade 12

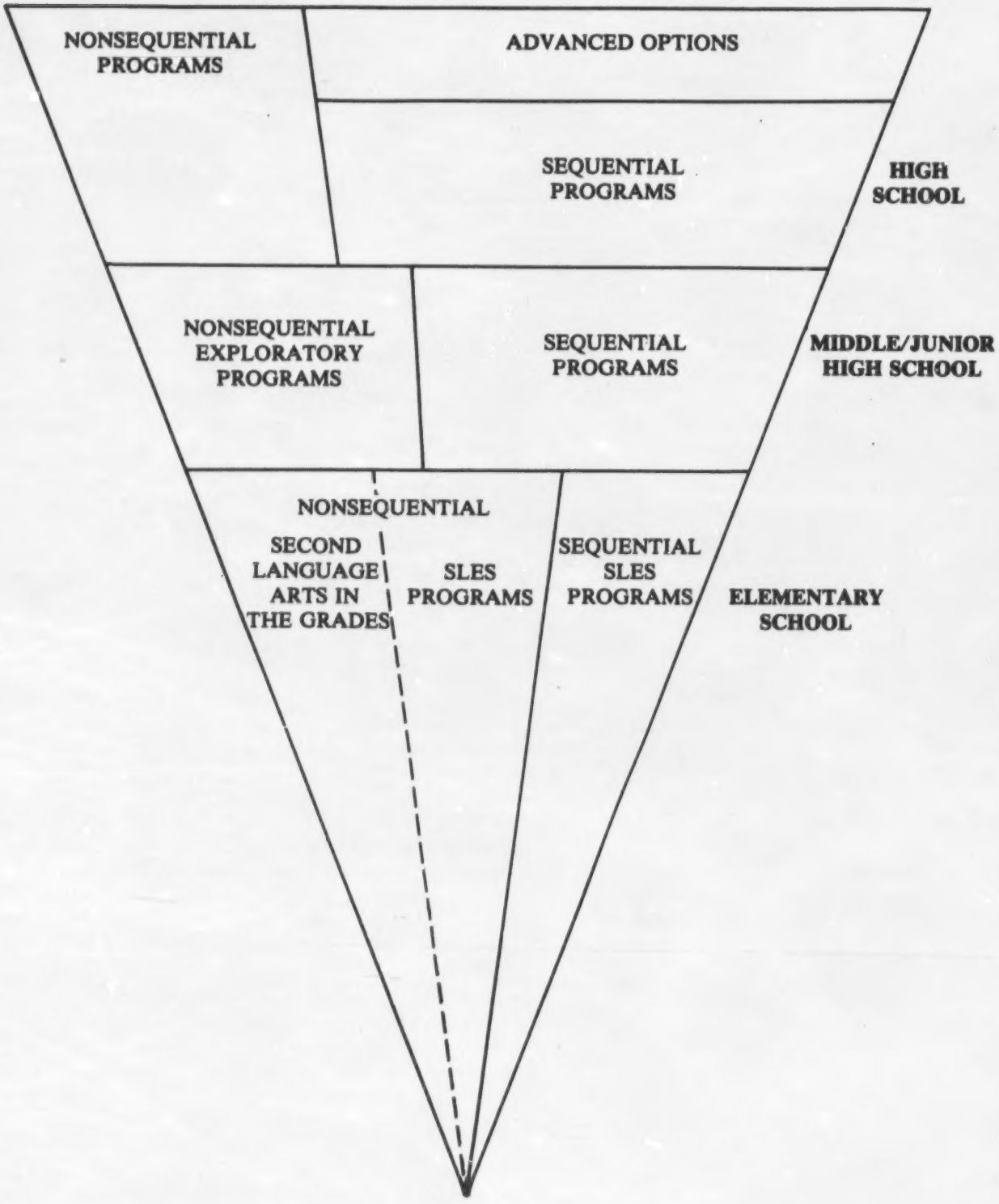


Figure 3

Sequential Offerings

In the sequential program, schools have the option of offering any of the different skills strands. (See Figure 4.) Many schools will choose to offer only one skills strand in a language, a four-skills strand in Spanish, for example. Some schools will be able to schedule more than one skills strand. In addition to the skills strand mentioned above, for example, a reading strand in Latin, a listening-speaking strand in French, and a reading-writing strand in German might be provided. Most of the sequential programs in schools, however, will be of the four-skills strand with ESOL, French, German, and Spanish being the common offerings.

Where several skills strands exist in a language, students should usually have as their first experience an exposure to all four language skills and culture. This becomes a foundation course, and it is usually taught for the initial semester of language study in the secondary school. During this course students are able to decide their skills preferences and discover their strengths so as to opt for a particular skills strand when it is offered in that school. (See Figure 4.)

Unless there is more than one skills strand offered in the same language, the foundation course as such will not be part of the curriculum. Foundation courses are an integral part of the curriculum only when students have a choice between skills strands in a given language. If a school offers a four-skills strand and a listening-speaking strand in Spanish, for example, students then have a choice, and the foundation course may become a reality.

Four-Skills Sequence
This sequence develops the four language skills to provide balanced learning in listening, speaking, reading, writing, and an understanding of culture.

Listening-Speaking Sequence
This sequence will expose the student to a variety of voices, accents, and speeds on a wider range of topics than those of the four-skills sequence. In addition, opportunities for real spoken communication will be numerous to allow students the experience of communicating with one another, with the teacher, and with native speakers, where possible, on a variety of topics from elementary directions-asking to informative interviewing of native speakers. Attention will also be given to silent communication and social amenities as they pertain to the listening and speaking skills. An understanding of the second culture is also an integral part of this sequence.

Reading Sequence
This sequence develops the student's ability to read for content and appreciation as well as to build a solid structural knowledge of the language. The specific reading content in this sequence will cover a wider range of topics and materials than in the four-skills sequence and will allow significant amounts of time to be spent in both intensive and extensive reading. An understanding of culture is also an integral part of this sequence.

Reading-Writing Sequence
This sequence will provide the student with intensive and extensive reading experiences, a solid structural knowledge of the language, and writing tasks of varying complexity. The writing tasks will range from simple directed composition based on class readings to simple but creative self-expression, including personal and business letters. An understanding of culture is also an integral part of this sequence.

Advanced Options
These courses require a two- or three-level sequence in a skills strand as a prerequisite and are offered to students wishing to pursue these skills in a specialized topic. (See Figure 4.) The topics may be related to such special interests as careers, hobbies, culture, literature, or history. Examples are French film ex-

perience, creative writing in German, Spanish drama workshop, scientific German, or Roman love poetry. Culture remains an integral part of these courses. One siginificant advantage of considering two or three levels of study to be the basic language sequence is that students who complete that basic sequence may enroll at any time in any advanced course for which they meet the prerequisites. Levels IV, V, and VI no longer need to exist as inflexible categories. Schools should, therefore, find it easier to maintain the required enrollment to schedule the advanced courses.

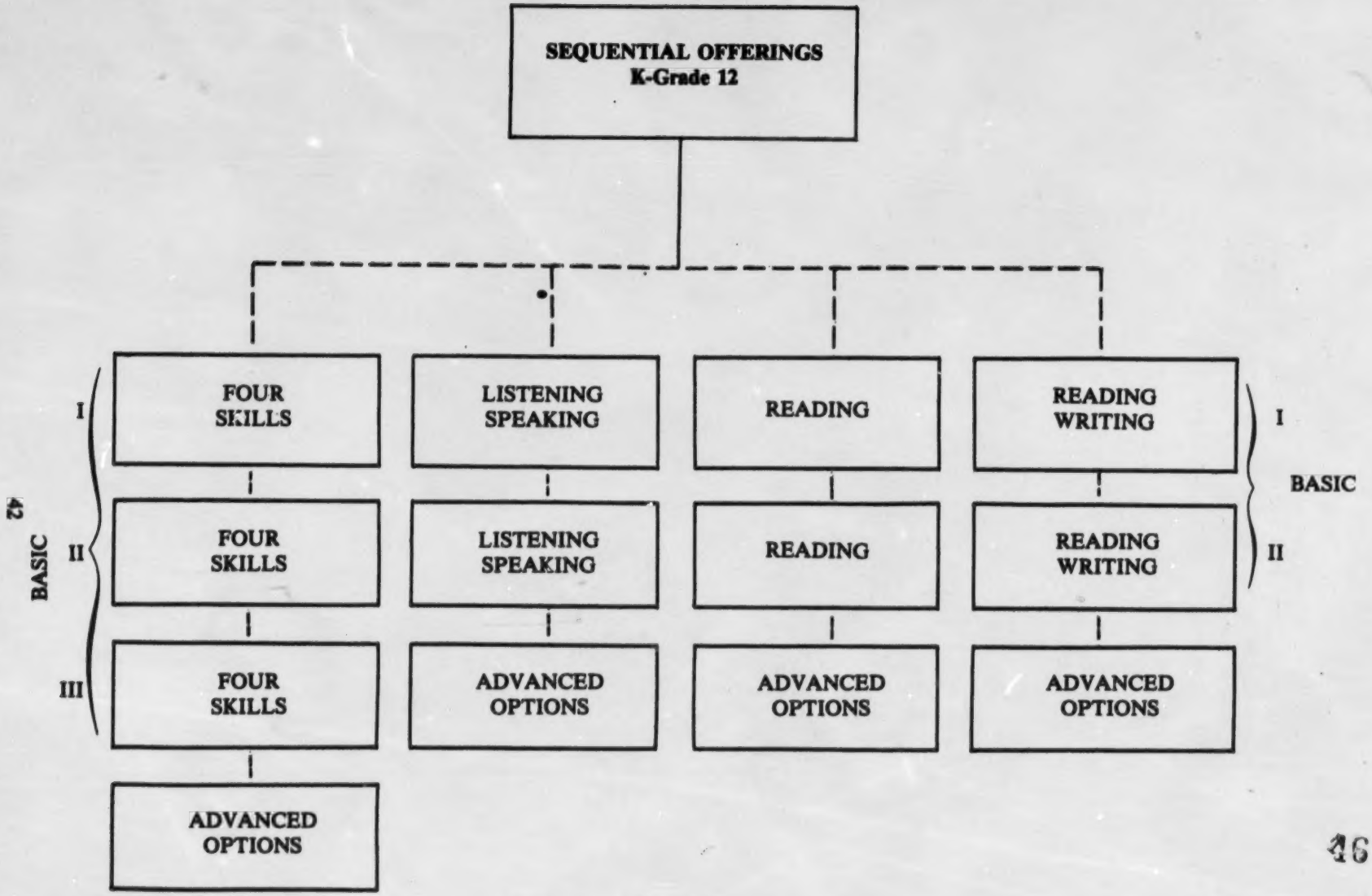

SEQUENTIAL OFFERINGS
K-Grade 12
BASIC
I
II
III
FOUR SKILLS
FOUR SKILLS
FOUR SKILLS
ADVANCED OPTIONS
LISTENING SPEAKING
LISTENING SPEAKING
ADVANCED OPTIONS
READING
READING
ADVANCED OPTIONS
READING WRITING
READING WRITING
ADVANCED OPTIONS
BASIC
I
II

Figure 4

Nonsequential Offerings

The second language curriculum in Texas permits and encourages the development of nonsequential courses for students at any level of language instruction. The content of the nonsequential courses will vary according to local needs. The courses may be career-oriented, travel-oriented, skills-oriented with particular short-term goals, culture-oriented, or exploratory. (See Figure 5.)

General Characteristics of Nonsequential Courses

- Language Oriented

  Usually with no prerequisites, these units, courses, or programs introduce the students to the experience of language without attention to proportionate development in the four skills and culture. They may treat specific career objectives or may allow the student to study language concepts prior to a sequential program. Included may be exploratory courses exposing the student to several languages at one time. Some examples of language-oriented courses are conversational Spanish, German for airport personnel, applied linguistics, exploratory language, etc.

- Culture Oriented

  Usually with no prerequisites, these units, courses, or programs, taught in English, pertain to the people and cultures of the languages. They may treat the literature, history, geography, or everyday life of the culture involved. Some examples of culture-oriented courses are French culinary arts, history of the German-speaking world, the faces of Spain: geography and people, classical civilization, cultural understanding, etc.

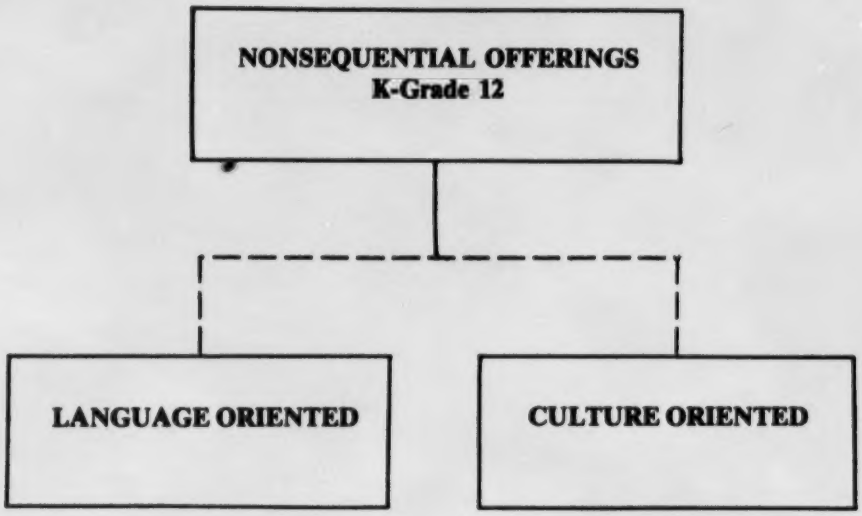


Figure 5

Within these nonsequential programs learning is viewed as a process to be engaged in at any point during the K-Grade 12 curriculum. Student entry and/or reentry into nonsequential or sequential programs will be possible at various points in the curriculum. Local autonomy will allow schools to develop specific courses and programs. In the elementary school, for example, a district may offer a year or two of a second language designed to improve the student's reading and vocabulary skills in English. A middle school may offer an exploratory program for studying language concepts prior to sequential study. A high school may offer several courses as separate units with short-term linguistic or cultural goals.

Exploratory Courses

An exploratory course is one designed primarily to introduce students to the experience of language learning and is by its nature nonsequential. The principal aims of such a course are to stimulate the interest of the students, to develop a tolerance and acceptance for other cultures, to initiate skills exposure and development in one or more languages, and/or to determine future aptitude for language study.

The typical approaches to exploratory offerings are as follows:

- a course that introduces the student to the principal linguistic phenomena of language without treating specific languages in detail
- a sampling of two or more languages through an introduction to skills development and cultural awareness, principally to allow students to choose the language in which they seem most interested and capable for future sequential study
- a terminal course for the students not intending to enter college or the sequential language offerings. This offering would emphasize oral skills and another culture.

Some characteristics of exploratory courses need delineation and special consideration:

- The courses are usually of short duration (e.g., one semester for a language overview; one or two semesters when several languages are to be dealt with specifically).
- The courses should be made available to all students and should present minimal grading pressures.
- While middle school is the most frequent level for exploratory offerings, such offerings can be made available at any level.

Special attention must be given to the problems inherent in offering such exploratory courses. Care must be taken to avoid duplication of activity in subsequent sequential offerings when students have been introduced to those languages during the exploratory experience. Boredom and disenchantment may be the results instead of the further fostering of student interests as planned.

When the students are allowed to experience language and language learning through elementary linguistic analysis and/or exposure to several languages, the results should permit and encourage students to reap the benefits from future language study. The distinct possibility also exists that the sequential programs will attract many of those students who have been exposed to the language and culture through such nonsequential offerings.

Second Languages in the Elementary School

At the beginning of the 1980s second language programs in Texas elementary schools attracted more than 75,000 children in K-Grade 6. The enrollment trends in SLES seem to indicate a growth in the number of communities offering second language programs in Texas. These programs vary in scope but contain elements that reflect the needs and resources of the local community. Some of the Texas SLES programs include:

- Spanish in Grades 1-6 as part of an enrichment program in a magnet school. A visiting teacher provides 40 minutes of instruction per week to each class and works closely with the social studies curriculum.
- Spanish as a required curriculum subject in K-Grade 6. Fifteen to 30 minutes of daily instruction are provided in each class.
- French and German taught to gifted children in an after-school program. The program is supported by federal funds and by tuition.

Texas provides textbooks to schools in Spanish, Grades 3-6. Instructional resources for SLES, unlike those for secondary schools, have not been plentiful or available for all grade levels. Consequently, schools rely heavily on locally developed materials for implementation and program coordination.

SLES programs in Texas are staffed by teachers certified in elementary education with an area of specialization in the second language. In addition, teachers with certification to teach a second language in secondary school may also be assigned to teach SLES if six additional hours of elementary education are taken by those teachers.

Some of the unanswered questions that existed in the past and some that exist for SLES programs everywhere need to be addressed by those who would be interested in the continued expansion and improvement of second language programs for young children. The most pressing of these include:

- How can we better measure achievement in K-Grade 6 for proper placement in secondary school?
- What second language objectives are appropriate? Which types of activities are most successful with the different age groups involved?
- In view of what we know about second language acquisition in young children, should methodologies be different now?
- Is there an optimum grade level for beginning a second language in Texas elementary schools?
- Must all elementary programs be sequential?

A national, state, and local commitment to teaching SLES will encourage the development of the necessary curriculum materials and the preparation of sufficiently trained personnel to make such programs of the highest quality.

Second Languages in the Middle School or Junior High School

Second language programs in the middle schools or junior high schools are already in existence in many areas of the state. Many of these programs consist of exploratory, nonsequential courses. The current trend toward a flexible curriculum at the middle school level should bring with it an increased awareness of the special characteristics of middle school students and the need for specific teacher preparation in language proficiency, psychology, and methodology. Program coordination for second language study in K-Grade 12 will ensure the sequential development of skills and decrease the problems of articulation later on.

Curriculum Considerations

There are certain physical, intellectual, and psychological characteristics of middle school students that should be considered in developing second language programs. Students at this age are very active physically, and therefore class size should be restricted for increased individualization and active participation. The limited attention span of this age group requires a variety of activities to be planned for each class session. Middle school students are especially sensitive, self-conscious, and easily embarrassed when attention is focused on them. Group choral activities, role playing activities, and humorous dialogs stressing both language skills and cultural content are examples of the kinds of activities that will help to minimize these difficulties. Nonsequential and sequential courses can be offered to meet the developmental characteristics of the middle school student.

Articulation Problems

Articulation problems in language study exist from elementary to middle school and from middle school to high school. The problems are often compounded by students transferring from other school districts within the state and from out of state. Students receiving second language instruction in elementary school are often disappointed because some districts do not offer courses in middle school or the courses are not developed sequentially. Students may find similar situations when they move from middle to high school. Students with previous knowledge of a second language who are placed at the beginning level of instruction become bored and may drop out of the program. Efforts should be made to provide sequential levels of study that will meet the needs of all students in a second language program. Tests should be administered to determine the appropriate level of instruction, placement, and the amount of credit, if any, to be awarded.

Another articulation problem can occur when the middle school program does not have enough students enrolled to maintain a full-time second language teacher. The teacher may be certified in the language as a second field but may not be as proficient as a full-time teacher. Students who then are inadequately prepared may eventually drop out of high school language programs as they fall behind in course work.

Teacher Preparation and Certification

Teacher preparation by colleges needs to ensure proficiency in the language as well as in methodology. In the past there has been a lack of specific preparation for teachers of middle school students. To teach effectively in middle school, the teacher needs to understand the psychology and personality of that age group. Certification programs should prepare teachers for all secondary students, with sufficient emphasis on the needs of both middle school and high school students and the appropriate teaching techniques for each group. It is not accurate to assume that lesson plans and activities designed for high school students will meet the needs of middle school students. To prepare for teaching in secondary schools, observation and student teaching should be done in both middle school and high school. College course work should correspond more closely to the second language curriculum of middle and high school with a greater emphasis on linguistic skills and culture.

Advanced Second Language Courses

Skills Sophistication

The basic sequence in a second language for the four-skills strand is defined as the completion of three levels of that language. Second language courses in this strand beyond Level III, then, are considered advanced. The basic curriculum in all other strands is defined as two levels with all courses beyond Level II being considered advanced. (See Figure 4.) Since Latin is representative of the reading skills strand, Latin I and II constitute the basic sequence and any course beyond Latin II is advanced. Since students classified as advanced have completed the basic program in a language, they are working toward the refinement and sophistication of basic skills and cultural knowledge.

The advantages to students who complete more than a basic sequence of language study are many, the greatest among which is the extended time to internalize the language and to acquire a true feeling for the people and their culture. Students may, however, find options at the advanced level limited, since enrollment is usually not large.

Options at the Advanced Level

One approach to curriculum planning at the advanced levels is self-contained semester courses. All students who have completed the basic sequence would be eligible to enroll. Courses may treat topics such as modern drama, the modern novel, the Mexican revolution, contemporary Spain, France today, life in Germany, communication in the media, or career orientation. Development of curriculum guides as well as guides to methodology and classroom management will be helpful not only to aid the teacher of advanced classes, but also to assist the student who wishes to do independent study.

Another option for a district is to offer the French, German, Latin, or Spanish Advanced Placement (AP) Program of the College Board. This program consists of college-level courses and exams for secondary school students. The experience usually requires a full academic year and takes various forms, such as honors courses, a strong regular advanced class, a tutorial, or independent study. The program can be challenging and can give a greater opportunity for individual progress and accomplishment than many regular advanced classes. Students whose AP examination grades are considered acceptable by participating colleges are usually given a recommended full year's credit and/or advanced placement. High AP scores may result in granting more credit and/or placement in upper division courses.

Materials

Much of the material used for the self-contained semester courses for advanced students is researched, written, or chosen by the teacher. There is a constant search for commercially prepared materials appropriate to the interests and abilities of advanced students. Literature and civilization surveys are not exclusively what is being sought, but rather materials that deal with life today in another country—texts that are designed to promote the use, reinforcement, expansion, and refinement of basic vocabulary and structure while presenting content that is at the psychological and social levels of today's student.

Second Language Proficiency

With increasing publicity concerning the positive effect of second language study on English skills as well as the need for direct communication with our global neighbors, advanced courses should begin again to be filled with students eager to develop proficiency in communicating in the language of another people. This proficiency will, because of the students' deepened insight into the culture of that people, coincidentally provide enlightenment about themselves and their own heritage.

Program Evaluation

Evaluation of a second language program can be both internal and external. Internal program evaluation involves teachers, departments, or districts examining their progress toward the objectives that they have established for the learning of a second language. External progam evaluation refers to any state or regional accreditation visit to assess the quality of the instructional program.

Internal Program Evaluation

The ongoing process of self-evaluation from the activities of the language classroom to the district's curriculum planning process is extremely important. Classroom teachers should regularly use teacher-prepared tests and, where appropriate, standardized tests to assess the students' progress toward meeting the desired objectives. In addition, teachers should regularly examine their own contribution to the learning process by taping or videotaping an occasional class for critiquing by themselves or other language educators. Further, arrangements should be made with the administration to permit visitation among members of the language teaching staff to encourage communication and exchange of ideas. Regular needs assessment by the district should determine the areas of concern for language teachers and inservice should then be designed to address those specific needs. As discrepancies occur between goals and progress made, reassessment and further curriculum planning must be done. Internal evaluation, then, should thoroughly examine the materials, teachers, achievement of the learners, specific techniques for teaching second languages, student opinion, and the general curriculum planning process.

External Program Evaluation

The growing trend in education toward accountability has brought about an increasing importance for program evaluation. The taxpayers want proof that they are getting their money's worth. The revised accreditation process in Texas calls for a thorough examination of all curriculum programs, including, of course, second language programs.

To conduct a thorough program evaluation and to ascertain that the program will meet the standards for Agency or regional accreditation, it is imperative that objectives be in place. The second language guidelines from the Agency are valuable as a starting point for examining objectives for a given program. However, the objectives of a particular second language program will be based on all pertinent factors affecting and influencing that program; i.e., students, teachers, administrators, the community, and facilities. The objectives of the language program must also be in keeping with the philosophy of the individual school and the school district.

The external evaluation process customarily focuses on at least seven major areas: the organization of the program; the nature of the offerings; the physical facilities; direction of learning; the learning outcomes; special characteristics of the program; and a general evaluation.

It should be remembered that both internal and external evaluations serve as the first steps in establishing the future directions of a language program. As different needs and different results are indicated by the evaluation, the curriculum planning process must reflect those new needs.